

Harwell Community Primary School - SENCo job and person specification

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

Main purpose of the role	<p>Under the direction of the Headteacher:</p> <p>Determine the strategic development of special educational needs (SEN) policy and provision in the school</p> <p>Be responsible for the day-to-day operation of the SEN policy and coordination of specific provision to support individual pupils with SEN or a disability</p> <p>Provide professional guidance to colleagues, working closely with staff, parents and other agencies</p> <p>The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD</p>
Strategic development of special educational needs (SEN) policy and provision	<p>Monitor and review the quality of provision for pupils with SEN and disability across the school</p> <p>Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability, ensuring this is reflected in the school Raising Achievement Plan (RAP)</p> <p>Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice</p> <p>Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective</p>
Day-to-day operation of the SEN policy and coordination of specific provision	<p>Maintain an accurate SEND register and provision map</p> <p>Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support</p> <p>Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment</p> <p>Be aware of the provision in the local offer</p> <p>Work with early years providers, other schools, educational psychologists, health and social care professionals, and</p>

	<p>other external agencies</p> <p>Be a key point of contact for external agencies, especially the local authority (LA)</p> <p>Analyse assessment data for pupils with SEN or a disability</p> <p>Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness</p>
Support individual pupils with SEN or a disability	<p>Identify a pupil's SEN, coordinating provision that meets the pupil's needs, and monitor its effectiveness</p> <p>Secure relevant services for the pupil</p> <p>Ensure records are maintained and kept up to date</p> <p>Review the education, health and care plan (EHCP) with parents or carers and the pupil</p> <p>Communicate regularly with parents or carers</p> <p>Ensure if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil</p> <p>Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities</p> <p>Work with the designated teacher for looked-after children, where a looked-after pupil has SEN or a disability</p>
Leadership and Management	<p>Work with the headteacher and other senior staff as part of the Senior Leadership Team of the school</p> <p>Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements</p> <p>Prepare and review information the governing board is required to publish</p> <p>Contribute to the RAP and whole-school policy</p> <p>Identify training needs for staff and how to meet these needs, providing coaching and mentoring to teaching and support staff colleagues</p>

	<p>Lead training and INSET for staff as required</p> <p>Share procedural information, such as the school's SEN policy</p> <p>Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability</p> <p>Lead staff appraisals for Teaching Assistants working with SEN or disability and produce appraisal reports</p> <p>Review staff performance on an ongoing basis</p>		
Safeguarding	<p>Be a Deputy Designated Safeguarding Lead for the school ensuring DSL training and knowledge is kept up to date</p> <p>The SENCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</p>		
	Essential	Desirable	Method of assessment
Qualifications and training	<p>Qualified Teacher Status</p> <p>Degree qualified</p> <p>National Award for SEN qualification or a commitment to achieve this</p> <p>Willingness to engage with training opportunities provided by the school</p>	<p>Additional leadership experience</p> <p>Experience of leading CPD</p>	Application
Experience	<p>Successful experience of teaching in different year groups</p> <p>Experience of working with children with SEND needs</p> <p>Experience of successfully working with children with SEMH needs, including</p>	<p>Timetabling experience including planning of interventions</p> <p>SENDCo experience</p> <p>Experience of leading SEN review meetings</p> <p>Experience of applying for EHCPs and</p>	<p>Application</p> <p>References</p> <p>Interview</p>

	<p>emotional literacy and zones of regulation</p> <p>Experience of working with schools/organisations/agencies</p> <p>Involvement in some self-evaluation and development planning</p> <p>Experience of conducting and leading training, mentoring, coaching and staff meetings</p>	top-up funding	
Skills and Knowledge	<p>Understanding of what makes 'quality first' teaching and of effective intervention strategies</p> <p>Sound knowledge of the SEND Code of Practice</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills, and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p> <p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p> <p>Good record-keeping skills</p>	<p>Understanding of current trends and policies in education</p> <p>Evidence of identifying, planning and delivering staff CPD related to SEN</p> <p>Experience of creating an effective learning environment and of developing and implementing whole school policies and practices relating to SEND</p>	Application References Interview
Personal Qualities	Committed to the ethos and values of Harwell Community Primary School	Interests outside school	Application References Interview

	<p>Enthusiasm, flexibility, ambition, resilience, reliability, friendliness</p> <p>Commitment to getting the best outcomes for all pupils</p> <p>Strong team player with the ability to build and maintain good relationships with all stakeholders</p> <p>Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability</p> <p>High expectations of all pupils' learning and attainment including those with SEN</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Ability to remain positive and enthusiastic when working under pressure</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p>		
Application	<p>Candidates should indicate their areas of expertise and interest clearly</p> <p>Good spelling, punctuation and</p>		Application Interview

	<p>grammar</p> <p>Must complete the OCC standard application form. CVs not accepted.</p> <p>An indication of any projects, initiatives or subjects that you have led within previous posts and their impact</p>		
References	<p>Two references to cover all the candidate's professional and personal qualities. One must be from your current or most recent employer. The post will also require a satisfactory DBS check at an enhanced level.</p>	<p>Please note: It is your responsibility to ensure all referee details are full and correct.</p>	